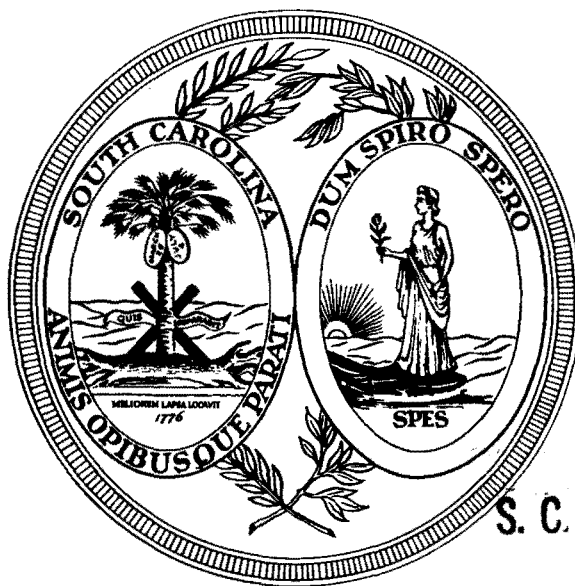


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WIL LOU GRAY OPPORTUNITY SCHOOL



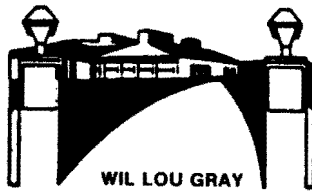
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STATE DOCUMENTS

ANNUAL REPORT 1985-1986

Printed Under The Direction Of The
State Budget And Control Board



OPPORTUNITY SCHOOL

Sam F. Drew, Jr.
Superintendent

West Campus Road
West Columbia, S. C. 29169
(803) 734-9479

Letter Of Transmittal

The Honorable Richard W. Riley
Governor of South Carolina
Budget and Control Board
Columbia, South Carolina

Dear Governor Riley:

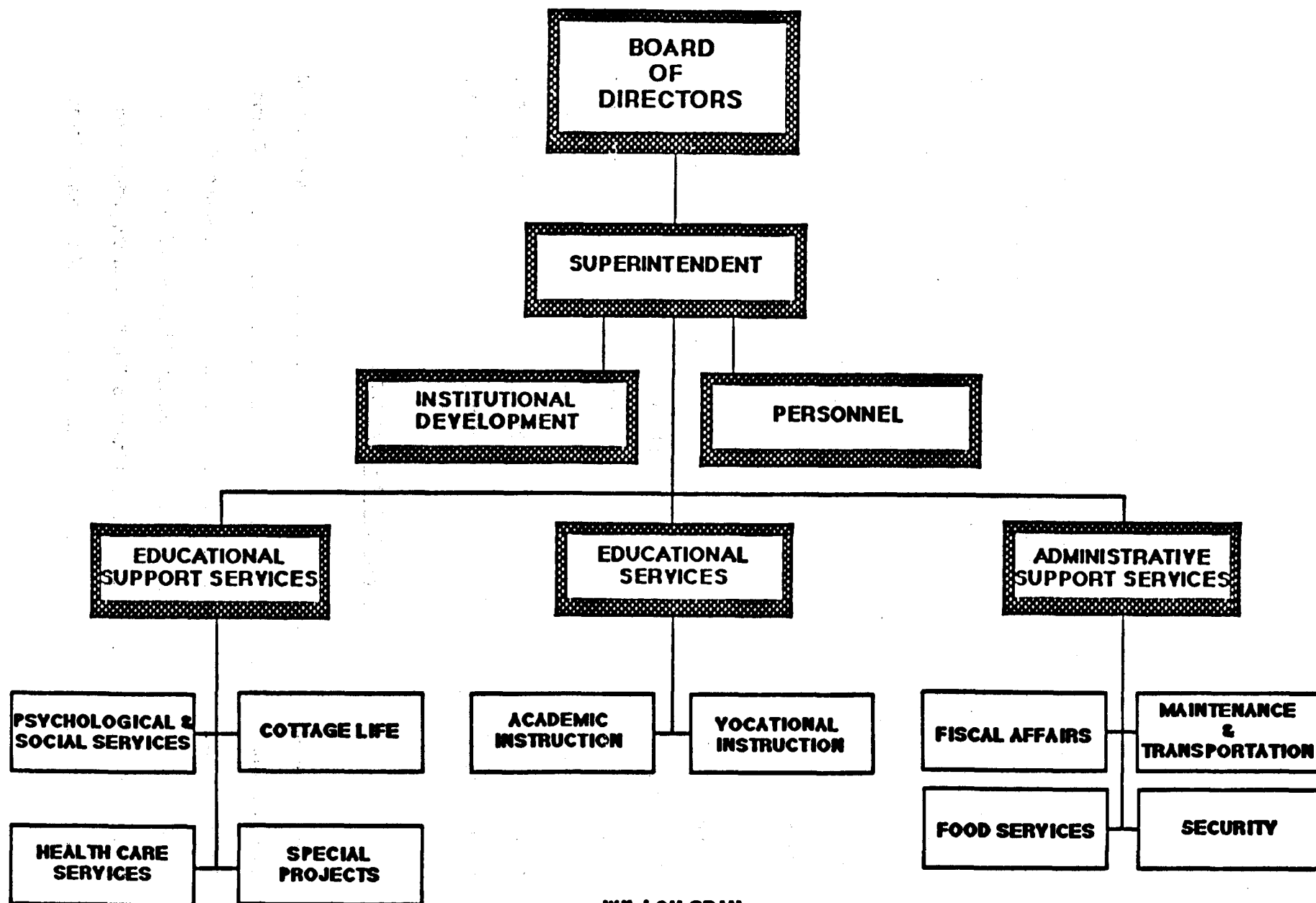
I have the honor to transmit, herewith to you and through you, to the people of South Carolina, the 1985-86 Annual Report of the Wil Lou Gray Opportunity School. This Report covers the period from July 1, 1985 to June 30, 1986.

Respectfully submitted,

Hannah C. Meadors
Chairman
Board of Trustees

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WIL LOU GRAY
OPPORTUNITY SCHOOL
ORGANIZATIONAL CHART

WIL LOU GRAY OPPORTUNITY SCHOOL
BOARD OF TRUSTEES

The Honorable Richard W. Riley, Governor, Ex-officio

The Honorable Charlie G. Williams, State Superintendent of Education, Ex-officio

Mrs. Hannah Meadors (Chairman)	Columbia	July 2, 1989
Mr. DeVon Belcher	Easley	July 2, 1988
Mr. Walter Dahlgren	Anderson	July 2, 1987
Dr. Marvin Efron	West Columbia	July 2, 1988
Mrs. Mickey Lindler	Columbia	July 2, 1989
Mrs. Wilhelmina McBride	Columbia	July 2, 1988
Mr. Vince Rhodes	West Columbia	July 2, 1987
Dr. Louise T. Scott	Florence	July 2, 1987
Ms. Linda Spivey	Lexington	July 2, 1988
Mrs. Elizabeth Thrailkill	Ft. Lawn	July 2, 1989
Ms. Patricia Watt	Charleston	July 2, 1989
Mrs. Olive Wilson	Williamston	July 2, 1988

ADMINISTRATIVE STAFF

Sam F. Drew, Jr.....	Superintendent
John Robinson.....	Principal
Gloria L. Lloyd.....	Personnel Specialist
Jonnie Spaulding.....	Director of Educational Support Services
Pat G. Smith.....	Director of Facilities and Supportive Services
John W. King.....	Accounting Manager

INTRODUCTION

For more than 65 years the Opportunity School has served the people of South Carolina. From its founding in 1921 by the late Dr. Wil Lou Gray, to the present day, the school has educated and provided vocational life skills training to thousands of citizens of our State. Throughout that time the school has adapted its mission to meet the critical needs of the day. Its efforts in the beginning were focused on the large population of farm women who missed their chance for an education when they were needed to work the farms. Later it served veterans of the Second World War and the Korean War. In the sixties and seventies the school met the needs of many physically handicapped people. All of these efforts, though focused on different populations, had a common theme and mission - providing educational services for those who were not served fully, at the time, by the public school system. Throughout this time the school operated with scant fiscal resources. After becoming a State agency in 1957, the school received annual appropriations from the State, however, those appropriations averaged only 60% of the annual operating cost of the school. However, the school still depends on institutional revenue to make up the difference.

South Carolina now stands in the midst of sweeping change in its educational system. This change promises a brighter future for today's young South Carolinians. The public schools are being called upon to provide an even broader range of services than they have been required to provide through the State and Federal mandates of the past several years. Many students, especially those with behavioral impairments, severe academic deficiencies, non-supportive home environments and other factors which place young people at risk of not succeeding in the traditional school setting, will find it increasingly difficult to succeed in the face of stiffened academic requirements. The number of truancy cases handled last year is evidence of this. Presently, our public school system is strengthening its efforts at keeping these young people in school. The increase in remedial programs certainly will provide additional help for those with academic deficiencies. Even so, some students will "fall through the cracks", especially those with home environments which contribute to their lack of success. These are students who often respond positively to a residential school environment and are the students best served by the Opportunity School. Thus, the current focus of the school, that of an alternative setting for young people, who are at risk of dropping out of school, and in general, failing to make the transition between school and the workplace, is no less relevant than past missions. During the past year, the Legislature appropriated additional funds to the Opportunity School to help serve the growing population of truants. Although some of our funds were later cut in efforts by the Legislature to balance the budget, we still will be able to provide a program for truant youth during FY 86.

AGENCY MISSION STATEMENT

The Wil Lou Gray Opportunity School exists to serve those citizens of South Carolina at least fifteen years of age who are most at risk of:

1. Dropping out and not completing their education, and/or
2. Not making the transition from public schools to the work force, and whose home-school-community environment impedes rather than enhances the chance that they will stay in school and become prepared for employment.

The school provides services to these youth, in a structured residential environment, to prepare and assist them to achieve independence as soon as possible.

In seeking to fulfill its mission, realizing the multiple service needs of these youth, the school provides the following kinds of services:

1. Compensatory Education
2. Intensive Vocational Training
3. Pre-Employment Training
4. Job Placement
5. Counseling
6. Medical/Health.

The school will work with the other systems and agencies to provide resources and facilities which compliment its own facilities and resources, thus avoiding duplication of services.

HISTORY

The Opportunity School was founded in 1921 by Miss Wil Lou Gray, State Supervisor of Adult Education, as an experiment in adult education. The first session, scheduled for "Lay-by-Time" so that farm women and girls could attend, opened August 2, 1921, at Tammassee, the mountain school of the daughters of the American Revolution. It was the first boarding school for women on elementary level. Requirements for admission were that a pupil be no younger than fourteen, be unable to attend school and have no higher than a fifth grade education. The curriculum at that time included the tools for learning supplemented by emphasis on health habits, good manners, civics, domestic science, and arts and crafts. The faculty consisted of one paid teacher, three volunteers, and several visiting teachers from Winthrop College and the community. Seventeen girls were registered as boarding students for the day school and nineteen men attended night classes.

The experimental school proved very successful. The following year, larger quarters were sought, and since the State could pay only for teachers, additional means of financing were required. Cooperating with the State Department of Education, Lander College granted use of its facilities. The Methodist Conference and the Baptist Convention each contributed \$300.00 toward operational expenses, and a wide range of supporters of adult education supplied scholarship aid. The mills were especially cooperative, sending students as well as scholarships. Eighty-nine women and girls, ranging from 14 to 51 and representing 13 counties, attended the 1922 school. There was no school for men.

Erskine College supplied the facilities for the men's sessions beginning with 1923 through 1930. The girls' sessions continued at Lander through 1924. They were located at Anderson College in 1925, 1926, and 1927, and moved to the Women's College at Due West for the sessions of 1928, 1929, and 1930. In 1931, the schools became co-ed at Clemson College.

In 1931, with the support of a \$10,000.00 grant from the Carnegie Foundation, a study was made in "The Learning Ability of Adults" directed by W.D. Dray, Dean of Education, Chicago University, and Dr. J. W. Tilton of Yale University. This study, with use of standardized tests, indicated that adults learn three to nine times faster than children. That year, for the first time, the Opportunity School awarded seventh grade certificates. Fifty-two students received them.

The school was held at Clemson College from 1931 through 1942, at which time it had to be moved because of war conditions. It was held at Lander in 1943 and 1944, and at Columbia

College in 1945.

A new era for adult education began in early 1940's. In 1941, two Opportunity School students were awarded high school diplomas by an accredited high school which they had not attended. These diplomas were awarded on the basis other than number of units earned. In 1942, the high school testing service was established by the State Department of Education. Two Opportunity School students were the first to earn high school certificates under this program. This program continued to be a boon to those who, for a variety of reasons, were unable to complete their formal schooling.

These one-month terms of the Opportunity School, held over a period of twenty-five years, had clearly shown the need for a permanent year-round school. This was further emphasized by returning World War II veterans who were unable to take advantage of the education benefits of the G.I. Bill because there was no boarding institution in South Carolina offering general education for adults on the elementary and secondary levels. Recognizing the pressing need, the Legislature in 1946 granted the request of the State Department of Education for an appropriation to operate the Opportunity School on a year-round basis. Through the efforts of many people, 998 acres and some 200 buildings of the de-activated Columbia Army Air Base were acquired by a quit-claim deed through the War Assets Administration for the joint use of the Opportunity School and the Trade School on a ten-year probationary basis. The school's first session in this permanent home opened January 2, 1947.

Students and staff worked closely together in a pioneer spirit in making the barrack type buildings into an attractive facility. The educational program was developed and expanded to accommodate commuting day and evening students in addition to the boarding students. Special attention was given to the needs of veterans and their families; programs were designed to teach practical arts in everyday living, as well as academics.

Fully satisfied with its utilization, the Federal Government released the property to the South Carolina Budget and Control Board in 1956. In a reallocation of the property several years later, the Budget and Control Board delineated 107 acres as the Opportunity School Campus.

By a legislative act in 1957, the South Carolina Opportunity School was declared a body politic and placed under the management and control of a Board of Trustees.

In 1974 the Legislature renamed the school the Wil Lou Gray Opportunity School to honor its founder.

Modern facilities have replaced temporary Air Base buildings which served over 20 years. Revising and expanding its programs to meet changing needs, in a homelike atmosphere, the Opportunity School continues its mission of providing educational opportunities to those who, for a variety of reasons, are not successful in traditional programs. Today, the school's services are greatly expanded to include remedial educational, vocational education, job counseling and psychological counseling. Resources provided by the school are targeted toward the needs of young people at risk of dropping out of school and/or failing to make the transition between school and the workplace.

LEGAL STATUS

The school is an agency of State Government chartered for the purpose of providing out-of-school youth and adults academic and vocational training. It is managed by a Board of

Trustees. Ten of the trustees are appointed by the Legislature with each trustee serving for a term of four years. Two of the trustees are appointed by the Alumni Association and each

serves a term of four years. The Governor of the State and the State Superintendent of Education are ex-officio members of the Board.

CENTRAL ADMINISTRATION

The organizational chart (figure 1) on page 1 presents the organizational structure of WLGO. The Superintendent is the immediate executive head of WLGO. He is responsible for the day-to-day operations of the school and administers under the authority of a 14 member Board of Trustees.

The administrative staff are as follows:

Mr. Sam F. Drew, Jr., Superintendent
Ms. Gloria L. Lloyd, Personnel Director
Mr. John Robinson, Principal
Dr. Jonnie Spaulding, Director of Educational Support Services
Mr. Pat G. Smith, Director of Facilities and Administrative Support Services
Mr. John W. King, Accounting Manager.

The central administrative personnel have overall responsibility for long and short-range planning and for accomplishing the major goals and objectives of WLGO.

LONG RANGE GOALS

The long range goals of the Opportunity School are divided among four general goal areas:

- 1) Service Delivery
- 2) General Operations
- 3) Plant Operations
- 4) Public/Relations/Institutional Development.

The Board working with the Superintendent has set the following long range goals, to be completed by FY 88:

A. Goal Area - Service Delivery

- GA1 Clearly defined school mission(s) and profile(s) of students to be served by the school.
- GA2 Wil Lou Gray Opportunity School programs closely aligned with identified statewide needs.
- GA3 Wil Lou Gray Opportunity School more closely tied to mainstream of public education in South Carolina.

- GA4 Diverse program serving several clearly defined populations-each with special needs.
- GA5 All Wil Lou Gray Opportunity School programs operating at full capacity.
- GA6 An educational program that has more balance than present, (i.e.) emphasizing social recreational, emotional adjustments as well as academics.
- GA7 An educational program that is totally individualized to meet the special needs of each client served (e.g.) high school diplomas, GED, vocational training and basic skill tutoring.
- GA8 Wil Lou Gray Opportunity School as a practicum site for:
 - A. Pre-service teacher training,
 - B. In-service teacher training,
 - C. Counselors/school psychologists,
 - D. Social workers.
- GA9 Expanded vocational program that provides training for job skills in select areas with high employment potential.
- GA10 Series of training booklets, bulletins, etc. that provide training matter for teacher/administrators working with students with a problem.
- GA11 Utilization of Wil Lou Gray Opportunity School staff housing for other programs to be identified.
- GA12 Wil Lou Gray Opportunity School serves as a broker of information on and services for the dropout and truant in South Carolina.

B. Goal Area - General Operations

- GB1 Development of yearly legislative agenda built around long range plan for agency development.
- GB2 Development of internal budget process resulting in yearly budget requests matched to agency needs.
- GB3 Re-codification/update of Board policies.
- GB4 Review and modification of language for Board elections.
- GB5 Agency operation free of internal audit exceptions.

C. Goal Area - Plant Operations

- GC1 Twenty-year renovation completed
 - Roofing
 - Mechanical overhaul-heating AC systems
 - Aluminum siding
 - Removal of hazardous material

- GC2 Provisions made for housing additional students
 - New construction
 - Utilization of present facilities
 - Renovation of barracks
- GC3 Campus electrical conveyances returned to SCE&G or retained by the agency and updated.
- GC4 Use of existing facilities to create multi-purpose faculty/alumni house, Board Room and training facility.
- GC5 Indoor swimming pool constructed.
- GC6 Agency vehicle fleet updated.
 - Car
 - Trucks
 - Tractor
- GC7 All grounds equipment replaced.
- GC8 Campus residency requirement removed and staff housing used for other purposes/programs.

D. Goal Area - Public Relations/Institutional Development

- GD1 Alumni organization re-cultivated-yearly functions scheduled and well attended.
- GD2 Closer relationship cultivated with news media, immediate community, and statewide resulting in broad based support for the Wil Lou Gray Opportunity School.
- GD3 Greater awareness by the South Carolina educational community of purpose/goals of the Wil Lou Gray Opportunity School.
- GD4 Increase the amount/volume of corporate gifts of the Wil Lou Gray Opportunity School.
- GD5 Increase the amount of donations by alumni and friends of the Wil Lou Gray Opportunity School.
- GD6 Private non-profit foundation providing additional monetary support for special projects.
- GD7 More competitive investments of endowment corpus to secure additional scholarship funds.
- GD8 Twenty-five per cent increase in State funding to reduce institutional burden.
- GD9 Increase the amount of federal dollars to fund additional programs which will meet the mission of the Wil Lou Gray Opportunity School.
- GD10 Develop special projects in conjunction with a vocational program which provides funding for program operations.

FY 1986 OBJECTIVES AND ACCOMPLISHMENTS

Goal Area A: Service Delivery

Objective: GA 1.2 By January 31, 1986, to assist the Mission Committee of the Board to analyze and synthesize data gathered and to write a mission which will be adopted by the Board as a current working mission for the Opportunity School.

Results: This objective was fully accomplished and resulted in a formal written and oral Mission Report to the Board. The study, which involved countless hours of staff analysis and synthesis, resulted in a clear conceptualization by the Board of the particular short and long range needs in the State which could be met or helped by programs offered at the Opportunity School. The Board accepted the recommendations offered in the report. That report comprises the basis of future direction for the Agency.

Objective: GA 3.1 By June 30, 1986, to have hosted a minimum of two statewide Administrators' Training Workshops in conjunction with the South Carolina Department of Education's Administrators' Assessment Academy.

Results: This objective was fully accomplished. During the Summer and early Fall of 1985, the School hosted two one-week sessions of the Leadership Academy's Assessment Academy. Additionally two other workshops offered by the Training Academy were offered on our campus. We consistently offered the facilities of our campus for use by other agencies and organizations when such use does not conflict with our day to day services to young people.

Objective: GA 4.1 By January 1, 1986, to have created a special program to address the problems of truant youth and to disseminate information about that program to school districts, family court judges and others working with these young people.

Results: This objective was fully accomplished. The Opportunity School created a program this year to serve the growing population of truant youth emerging in our State. Although funds appropriated for this program were drastically cut in end-of-year cuts by the Legislature due to a budget shortfall in FY 1985, we moved forward with this program. Priorities were reshuffled and funding reallocated. The program served over 65 youth deemed truant by the school districts from which they were referred. Most of these youth came directly from the districts, thus averting their entry into the justice system. Some were referred by the courts and the Department of Youth Services. We worked cooperatively with personnel of the Department of Youth Services in an attempt to alleviate the problem of overcrowding there, resulting from the influx of truant youth into the court system. Two meetings were held on our campus with staff of the Department of Youth Services to discuss the Truancy Program. Letters were sent to all school districts in the State and to all the Family Court Judges informing them of the Truancy Program and asking their help in identifying truants for referral.

Objective: GA 4.2 By June 30, 1986, to have served a minimum of fifty students statewide who have a history of truancy or have been identified by school districts as truant.

Results: This objective was fully met. Over 65 truant youth were served, even with reduced funding by the Legislature. See the write-up above for additional information.

Objective: GA 5.1 By June 30, 1986, to have recruited fifteen percent more students to enter the Opportunity School program than in the previous school year.

Results: This objective was fully met. Overall enrollment increased by 34% in FY 86 over FY 85. We placed a great deal of emphasis on the dissemination of information to school districts and other agencies regarding the type client served by the school and the programs and services offered. Many more referrals and entrants were received as a result of these efforts.

Objective: GA 5.2 By June 30, 1986, to have increased the average daily membership by fifteen percent over the previous school year.

Results: This objective was fully met. Average daily enrollment for FY 86 was increased by 28% over FY 85. Additionally retention rate increased in 1986 over 1985, largely due to the implementation of case management within the agency.

Objective: GA 7.1 By June 30, 1986, to have all vocational programs individualized, utilizing the modular learning approach, to meet the needs of each vocational student.

Results: This objective was partially met. The curriculum for all but one vocational offering is now fully modularized. Additionally one course was added and one was modified to provide for the job placement needs of more students. One course was eliminated as it did not provide direct placement of students into jobs upon completion. Our courses presently are showing a 50% or better rate of placement of students in jobs.

Objective: GA 8.2 To establish, in conjunction with the University of South Carolina counseling program and with other institutions of higher education with such programs, the Wil Lou Gray Opportunity School as a practicum site for counseling trainees by June 30, 1986.

Results: This objective is partially met and will be fully met by the end of the FY 87 year. Discussions have begun with the University of South Carolina counseling program for the use of Wil Lou Gray opportunity School as a practicum site for counselor trainees. Presently our campus serves as a site for Social Worker trainees.

Objective: GA 9.3 By August 26, 1985, to have tailored vocational programs to those courses with potential for employment in accordance with the vocational needs assessment completed in April/May of 1985.

Results: This objective has been fully completed. A detailed needs assessment and analysis was completed of our present course offerings. One course (Distributive Education), with poor potential for placement of students into jobs, was eliminated as a result of this analysis. Another course (Building Maintenance), with great potential for the placement of our students in jobs, was added at no additional cost to the State. Still another course (Office Occupations) was greatly modified to better meet the job needs of our students. Presently our courses have a 50% or better placement rate.

Objective: GA 9.2 To expand the Passport Program piloted in 1984-85 by 100%, to serve a minimum of fifty students.

Results: This objective was fully met. The passport program was initiated last year and has become an integral part of our program. It offers assistance to students in techniques for interviewing for jobs and securing and keeping employment.

Objective: GA 12.2 By January 30, 1986, to complete work begun in 1984-85 on the Wil Lou Gray Opportunity School Training Center and to offer a minimum of one statewide workshop/forum on issues pertaining to school dropouts, alternative education programs and/or truancy.

Results: This objective is in progress. The Training Center has been approved as a part of the Agency's Permanent Improvement Plan and has identified the funds required for the renovation. Discussions are underway for staffing and offering programs through the Center to other agencies and school districts at no additional cost to the State. Additionally the Center will disseminate information about "proven practices" at the Opportunity School which may have applicability to other school districts and agencies working with young people with problems.

Goal Area B: General Operations

Objective: GB 3.1 By June 30, 1986, to assist the Wil Lou Gray Opportunity School Board of Trustees, through planning and logistical support to complete a revision of its Policy Manual.

Results: This objective is well underway and on target for the completion date. 75% of the policy manual has already been revised. This task done has taken a considerable amount of time and effort. The end result, however, will be a long needed total revision of the Board's Policy Manual.

Goal Area C: Plant Operations

Objective: GC 1.1 By June 30, 1986, to secure legislative funding for complete re-roofing of Wil Lou Gray Opportunity School facilities.

Results: This objective has been fully completed. \$120,000 has been secured through the recently passed Bond Bill to complete this vital project. Many of our roofs are leaking and in dire need of repair. As soon as the Bond money becomes available this project will be completed.

Objective: CG 1.2 By June 30, 1986, to secure legislative funding for replacing the Wil Lou Gray Opportunity School heating and air-conditioning system.

Results: This objective has been fully completed. Mr. Drew has secured \$140,000 through the recently passed Bond Bill to complete this vital project. As soon as the Bond money becomes available this project will be completed.

Objective: CG 1.3 By June 30, 1986, to have renovated and brought to code all of the agency's utility lines.

Results: This objective is partially completed. While completing this project we were informed of the presence of PCBs contaminating many of the electrical transformers on campus. We immediately got estimates for the removal of these PCBs and presented a proposal for additional funding. Coincidentally we drew up and worked with the legislature to pass a funding carry-over proviso for the initial money appropriated for the project to be used in the subsequent fiscal year. The additional funding was secured, bids have gone out and work is about to commence on the project. Estimated completion date is now September 30, 1986.

Objective: GC 6.2 To replace two trucks, used by the maintenance department and deemed by the Agency to no longer have useful life, with new vehicles by March 31, 1986.

Results: This objective has been fully completed. We have continued with this plan over two years to replace the agency's small vehicle fleet. Money used for this purpose will now be diverted to the Training Center and then be reprioritized on vehicles as the present fleet needs replacement.

Goal Area D: Public Relations/Institutional Development

Objective: GD 2.1 By January 31, 1986, to have developed a twenty minute videotape presentation of the Wil Lu Gray Opportunity School's programs to be used to promote the school's efforts statewide.

Results: This objective has been fully completed. The videotape was produced with the cooperation of S. C. Educational Television at a very small cost to the Agency. This tape is used in speeches and presentations to other agencies and organizations and in our efforts with school districts to refer students who need our services.

Objective: GD 3.1 By June 30, 1986, to present the agency's purposes/goals at a minimum of three statewide educational conferences and to a minimum of twenty school districts.

Results: This objective has been fully completed. Presentations have also been made to several civic and professional organizations, including the Columbia Golden Kiwanis Club and the Wil Lou Gray Reading Council about the purposes of the school. The presentation to the Kiwanis Club resulted in five volunteers for the School's Passport Program.

Objective: GD 6.2 By June 30, 1986, to have set up and fully operational, a private non-profit foundation to assist the agency in its work with out-of-school youth.

Results: This objective is in progress and on target for completion by the given date. All paperwork has been completed. Members of the Foundation's Board are being selected. A kickoff fundraiser which was scheduled for Spring of 1986 was cancelled due to unforeseen circumstances. This fundraiser has now been scheduled for Spring 1987 to mark the official beginning of the Foundation.

STUDENT STATISTICS

Enrollment:

Total number of students served during 1985-86:

	<u>Male</u>	<u>Female</u>
Black	105	34
White	<u>144</u>	<u>82</u>
Total	249	116

Truancy Program:

Total Number Funded: 68*

Males: 49 or 72%
Females: 19 or 28%

White: 42 or 62%
Black: 25 or 38%
Other: 1

*As stated previously, this is the number directly funded through truancy monies. Additional students (probably 10 to 15) were served in the program.

Age Range of Students:

14 years - 2	18 years - 36	22 years - 3	28 years - 1
15 years - 64	19 years - 13	23 years - 2	29 years - 2
16 years - 117	20 years - 11	25 years - 1	45 years - 2
17 years - 107	21 years - 2	26 years - 1	54 years - 1

Median Age: lower 17 years
Average Age: 16.9 years

Enrollment by Counties:

4 Aiken	3 Chesterfield	2 Greenwood	7 Orangeburg
1 Abbeville	2 Colleton	1 Hampton	2 Pickens
4 Anderson	5 Darlington	4 Horry	70 Richland
3 Bamberg	1 Dillon	2 Jasper	1 Saluda
3 Barnwell	15 Dorchester	5 Kershaw	2 Sumter
4 Beaufort	2 Edgefield	7 Lancaster	1 Summerville
5 Berkeley	3 Fairfield	1 Laurens	2 Union
2 Calhoun	1 Florence	71 Lexington	4 York
1 Chester	15 Georgetown	4 Marion	
89 Charleston	8 Greenville	3 Newberry	

Total Students Served 1985-86: 365

Length of Stay:

Average Length of Stay: 123 Days

Males: 98.45 days

White: 97.84 days

Females: 107.22 days

Black: 108.28 days

Age 15 and Under: 88.4 days

Age 16: 111.66 days

Age 17: 100.67 days

Age 18: 99.82 days

Age 19: 95.37 days

Age 20: 109.83 days

Age 21: 274.00 days

Age 23: 39.00 days

Age 24 and over: 81.50 days

Graduates:

<u>Vocational</u>	<u>Carnegie Units</u>	<u>GED</u>	<u>Total</u>
87	6	33	126

Attendance:

<u>1st nine wks. avg.</u>	<u>2nd nine wks. avg.</u>	<u>3rd nine wks. avg.</u>	<u>4th nine wks. avg.</u>
106	167	157	164

Average Daily Attendance: 149

EDUCATION AND VOCATIONAL DIVISIONS

Purpose:

The Education Division seeks to provide students attending the Opportunity School with the highest level of academic skills those students can master. The division assesses the academic needs of each student and provides an individualized instructional program to meet those needs.

The Vocational Division seeks to provide students with occupational development in order to enhance their personal lives. The division encourages students to function in a mature manner and to achieve independence as soon as possible.

Organization and Operation:

The divisions are housed in modern classroom buildings of approximately 35,000 square feet. The divisions consist of a principal, special project coordinator, job placement coordinator, librarian, secretary, 25 classroom, special education and vocational teachers. All instructional personnel are fully certified through the South Carolina Department of Education.

The Education Division operates a fully accredited high school offering a Carnegie Unit High School Diploma. It also offers a GED Preparation program, remedial reading and math courses. Six specific educational resource teachers operate resource labs designed to supplement instruction received by special education students in the regular classroom. The division provides individualized educational programs for each student using a case management team approach where individualized needs are assessed and addressed.

Vocational Programs:

The Vocational Division operates a fully accredited high school offering of vocational courses. The course offerings include:

Office Occupations Education provides entry level skills for students desiring to work in office and business related occupations. Practical experience is included. (one teacher)

Marketing and Distribution Education provides introduction to the field and associated entry level skills to business. Practical experience is included. (one teacher)

Independent Living provides practical experience and information related to consumer education, foods, clothing, personal and family relationships, housing and home furnishing, and child care. (one teacher)

Food Service provides entry level skills for students desiring to work in food service. Extensive practical experience is provided through the school cafeteria and through a six-week assignment for related work in an off-campus station. (one teacher)

Nursing Technician Training provides entry level skills for students desiring to work in positions related to nursing care. Extensive practical experience is provided through a six week assignment in local off campus nursing facilities. (one teacher)

Auto Mechanics provides entry level skills for students desiring to work in jobs related to the field. Practical, on-hands experience is provided throughout the year. (one teacher)

Building Construction provides entry level skills for students desiring to work in jobs related to carpentry and building trades. Practical experience is provided through a variety of building projects throughout the campus. (one teacher)

Welding provides entry level skills for students desiring to work in jobs related to the field. Practical, on-hands experience is provided. (one teacher)

Mechanical Drawing provides entry level skills for students as a pre-requisite for drafting. (one teacher)

1985-86 Goals:

A) Goal: To have a completion ratio of 75% of all students enrolled in our vocational programs.
Actual: This goal was met. 87 percent of the students enrolled completed a vocational program.

Recommendation: The course building and facility maintenance will be offered in 1986-87. Members of the course will help upgrade the cleaning in our academic as well as our dormitory facilities.

B) Goal: To have 60% of all vocational students complete a written vocational independent living plan by the end of the first semester and to have these plans on file in the vocational office.

Actual: All students enrolled in the independent living classes completed an independent living plan.

Recommendation: A counselor from supportive services will work cooperatively with the independent living teacher with the students' formulation of these plans.

C) Goal: To have vocational guidance counselor plans prepared in cooperation with the student OPP Team for 75% of the vocational students.

Actual: All students enrolled in a vocational class had plans formulated in his/her Opp Team folder.

Recommendation: The manager will monitor the practicality of these plans and their accomplishments along with the job placement coordinator.

D) Goal: To provide a co-op program including off campus placement in practical experience situations for all students in food service, nursing technician, and D.E.I. for a minimum of four (4) weeks. Also, to provide practical work experiences for all students in Auto Mechanics, Building Construction and Office Occupations either on or off campus.

Actual: This goal was fully met.

Recommendation: The schools' building construction class will continue to renovate the old infirmary. Funds will be allocated for the project.

E) Goal: To provide transitional services for 85% of the students enrolled in vocational programs through the use of the independent living course and the assistance of the vocational counselor.

Actual: Transitional services were provided for 100% of the vocational students.

Recommendation: Transportation should be provided for those transitional students who work. A part-time driver should be hired.

F) Goal: To screen and place all eligible students in the transitional program and to have successful completion of 70% of the students enrolled in the program.

Actual: This goal was not met. Only 50% of the students enrolled successfully completed the program. Currently there are two students enrolled in the program from the nursing technician class. A brief narrative of each student enrolled follows:

a) Debra Fisher (Academic Program) effective dates January 23 - February 8, 1986. Debra obtained employment at Revco Drugs within a week of starting the T.S. program. She had received favorable reports from her supervisor during her brief employment. Debra withdrew from the program to accept employment in her hometown.

b) Kathy Wells (vocational program) effective dates January 17 - January 27, 1986. Kathy was referred by Mrs. Karla Taylor upon completion of the Nursing Technician program. She was employed at Lexington Manor for a very brief period. Kathy attained progress and skills that have never been successful in the past. Kathy came into the program with severe emotional problems. She is now a patient at S. C. Mental Hospital.

c) Eddie Wheeler (Vocational Program) effective dates January 29 - March 19, 1986. Eddie was employed at Shoney's upon completion of his internship in food services. Eddie did not take his job seriously and was very irresponsible (immature). He was fired from Shoney's March 17, 1986. Eddie received counseling on a regular basis.

d) Rita Hunt (Vocational Program) effective dates January 20 - March 4, 1986. Rita obtained full-time employment during her involvement in the transitional program. She had maintained her position with Manor Care in Lexington until her departure from Wil Lou Gray Opportunity School. Because of a physical handicap, Rita placed some limitations on the "means" by which she would get to and from work. After discussing the transportation problem with her parents, we decided it would be best for Rita to return home. Rita is employed at a nursing home in Travelers Rest, S. C.

Recommendation: Careful screening by the job placement coordinator for vocational students and the academic guidance counselor for GED and diploma students is a must. The percentage for successful completion should be lowered to 50% due to the nature of our student population.

During the year, three students were admitted into the transition program and each student experienced various degrees of success.

G) Goal: To provide individualized, performance based, modular, multiple entry and exit curriculum for all vocational students.

Actual: Modules are being used in food service, office occupations, nursing technician and independent living.

Recommendation: Modules will be purchased or formulated for auto mechanics and building construction.

H) Goal: To have a job placement average of 50% or more; and to have job placement percentages by program as follows:

Food Service: 90%	Actual: 97%
Nurse Technician: 80%	Actual: 83%
Office Occupations: 60%	Actual: 0%
DEI: 50%	Actual: 0%
Building Construction: 50%	Actual: 62.5%
Auto Mechanics: 50%	Actual: 55.5%

Actual: The placement average for all vocational programs was 50%. This goal was met.

Recommendation: Distributive Education will be replaced by the course Facility and Building Maintenance. Course offerings in Office Occupations will include typing and word processing. Word processing will offer a more marketable skill.

I) Goal: To maintain the offering of electives for the entire year and to expand these courses as the student load and demand necessitates.

Actual: This goal was fully met. A total of 174 students were enrolled in a vocational program. Sixty-four students were enrolled in a vocational setting only. Twenty-five students enrolled were also units of credits. 85 students were also enrolled in our GED program.

Recommendations: All unit of credit students must take at least one semester of typing before graduating.

J) Goal: To plan and secure necessary facilities and equipment and to prepare a curriculum for a program in Industrial Building Maintenance.

Actual: This goal was met.

Recommendation: Students enrolled in the course will work cooperatively with all maintenance staff members.

Academic Programs:

The carnegie unit program consist of the following course offerings:

English I	Algebra I	Biology	U.S. History
English II	Geometry	Physical Science	Civics
English III	Math I	Chemistry	Economics
English IV	Math II	General Science	World History
Drama I	Pre-Algebra		
English V			

Physical Education I
Physical Education II
Health
Resource Math
Resource English
Resource Reading
Art I
Art II

1985-86 Goals:

A) Goal: To increase by 10% the number of students enrolled in carnegie units.

Actual: The number of students enrolled increased by 306% with 107 students enrolled as compared with an enrollment of 37 in 1984-85.

The following units were awarded:

<u>Subject</u>	<u>Number of Units</u>
Art I and II	13
Resource	36
English I, II, III, IV	58
Drama I	3
Physical Education	33
Math I and II	39
Science	30
Social Studies	32

Recommendation: Many truant students had missed too many days even with our extended school year. It is recommended that we institute mini courses which would award half unit credits and quarter unit credits in 1987-88.

B) Goal: To increase by 5% the number of students graduating under carnegie units of credit and/or by certificate.

Actual: This goal was not met. Ten students graduated in 1984-85 and only six received diplomas in 1985-86.

Recommendation: We should make the public more aware that this school exists for troubled seniors. I feel that this number will increase with fifteen enrolled in English III during the 1985-86 school year.

C) Goal: To have 85% of all LD, EMH and EH students achieve satisfactory results on their resource component.

Actual: This goal was met. 87 percent of all LD, EMH, and EH students did achieve satisfactory results on their resource component.

Recommendation: Each student placed in a resource setting will be evaluated and tested for placement.

GED Program:

The GED program has three labs: Reading and English; Science and Social Studies; and Math. Each lab is attended by each student assigned as one class. Team Teaching is the approach used in each lab. In the English and Reading Lab, reading is taught for two days and English is taught for two days. Vocabulary, special planned activities, and/or evaluations are done on Fridays. In the Science and Social Studies Lab, Science is taught for two days and Social Studies is taught for two days. Special planned activities and evaluations are done on Fridays. Math is taught Monday through Thursday. Evaluations and special activities are done on Fridays.

Daily assignments are prescribed for each student according to the individual students' ability. Students who are non-readers are not assigned to be Science and Social Studies lab. Every student scheduled in a lab is given the micro tests. Prescription sheets are placed in the students' assigned teacher's box after the test have been corrected. The student is scheduled to re-take the same tests if he/she scores less than 85 percent. A request form is completed when a student needs to be re-tested.

Students who are 17 years of age and have TABE scores of average 9.5 or above can be recommended by their GED, reading, English and math teachers to be given the IOWA Basic

Skills Tests. Students who will not be 17 years of age during the school year or who are in the Units of Credit program can not be recommended to take the IOWA Basic Skills Tests. However, in special circumstances, the principal's permission will be granted. Each lab teacher will be instructed how to operate the Apple Computer and printer during Inservice at the beginning of the school year.

GED level meetings are held on the following Wednesdays of the month:

Low Level	1st Wednesday
Medium Level	2nd Wednesday
High Level	3rd Wednesday

GED Program Goals:

A) Goal: To increase by 10% the number of students who received a GED diploma.

Actual: This goal was met. The number of students who received their GED diploma was 33 as compared to 22 in 1984-85. This represented a marked increase of 50%.

Recommendation: Two hundred and fifty-six students were enrolled in our GED program this year. Only 12% of those enrolled received a GED diploma. A large percentage of these students were not eligible because of age restrictions. Mini-courses in our unit of credit program will address those students that are not eligible and would therefore alleviate this despairity.

B) Goal: To have 50% of all students achieve a minimum of 1.5 years progress in a GED program for a period of nine months.

Actual: This goal was met. Students in our GED program for a period of nine months progressed by a minimum of 1.5 years at a percentage rate of 85%.

<u>D-Level</u>	<u>Progress</u>		<u>No Progress</u>
9 months - total students 21 15 students	71.4%	6 students	28.6%
8 months - total students 5 4 students	80%	1 student	20%
7 months - total students 6 6 students	100%		
6 months - total students 7 5 students	71.4%	2 students	28.6%
5 months - total students 23 19 students	82.6%	4 students	17.4%
4 months - total students 13 9 students	69.2%	4 students	30.8%
3 months - total students 9 9 students	100%		

2 months - total students 17			
9 students	52.9%	8 students	47.1%

1 month - total students 12			
10 students	83.3%	2 students	16.7%

M-Level

9 months - total students 13			
11 students	84.6%	2 students	15.4%

8 months - total student 1			
1 student	100%		

7 months - total students 6	100%		
6 students			

6 months - total students 2	50%	1 student	50%
1 student			

5 months - total students 15	60%	6 students	40%
9 students			

4 months - total students 5	80%	1 student	20%
4 students			

3 months - total students 6			
2 students	33.3%	4 students	66.7%

2 months - total students 7			
6 students 15	60%	6 students	40%

2 months - total students 7			
6 students	85.7%	1 student	14.3%

1 month - total students 15	60%	6 students	40%
9 students			

E-Level

9 months - total students 2			
2 students	100%		

3 months - total students 1			
1 student	100%		

2 months - total students 1		1 student	100%
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Micro Percentage in Math and Reading:

Reading:

225 students tested	
239 students	95% progress
13 students	5% no progress
201 students mastered beyond goal	80%
51 students mastered below goal	20%

Math:

168 students tested	
143 students	85% progress
25 students	15% no progress
139 mastered beyond goal	83%
29 mastered below goal	17%

Accomplishments:

The Opportunity School is proud of its record of success with students. These students were not succeeding in the regular school system. Many were truant or had already dropped out of school. Approximately 65% had behavior problems that impeded their progress. Through our work and their determination, these young people are now on their way to becoming productive citizens.

Student Council sponsored several projects: candy sale, car wash, paper drives, and aluminum can drives. Donations to Student Council also provided lunch or dinner for our student of the month and for his/her guest at the Red Lobster.

During the school year, various teachers and staff attended the following seminars and workshops:

South Carolina Science Convention, South Carolina Vocational Education Teachers Workshop, Wil Lou Gray Reading Council, Twenty-fifth Annual Governor's Conference and South Carolina Leadership Academy Workshops.

Field trips were made to the State Record, Fort Jackson Military Museum Planetarium, S. C. Museum of Art, State House Grounds, the Columbia Mental Health Center, Morris Village,

Charter Rivers Hospital, Camp Barstowe, Sequicentennial Park, Riverbanks Zoo, S. C. State Fair, Discovery Place and the Columbia Housing Authority.

Miss Opportunity School Pageant was held May 9, 1986 and it was a gala affair. Twenty-two lovely girls and their escorts participated. The top three winners received gift certificates, trophies, and flowers. All participant pictures were sent to their hometown newspapers.

During the school year, the faculty and student body participated or held the following programs:

Circle of Hope - State House Grounds - October 13, 1985
American Education Week - Open House - November 22, 1985
A Tribute to Martin Luther King - Auditorium - January 14, 1986
Black History Month (three programs) - Auditorium - February, 1986
Dedication to Dr. Wil Lou Gray - State House - May 14, 1986
Awards Day Program - Auditorium - May 28, 1986
Student/Teacher Talent Show - Auditorium - May 30, 1986
Graduation Ceremony - Auditorium - June 7, 1986.

Our programs consisted of such participants as The Honorable Frank Gilbert, member of the South Carolina House of Representatives, Mr. James Solomon, Jr., Commissioner of the South Carolina Department of Social Services, The Honorable Kay Patterson, Member of the South Carolina Senate, Mr. James Davis, Director of Admissions of Benedict College, The Keenen High School Choir and the A. C. Flora High School Stage Band.

The school was admitted to Division IV Conference A of the S. C. High School League. Teams in the league include Blackville-Hilda High, Gilbert High, Hunter-Kinard-Tyler High, Pelion High, Ridge Spring-Monetta High, Wagener-Salley High and Williston-Elko High. The school will participate in basketball, baseball, track and tennis.

The teachers of Science, English, Math and Social Studies have developed modules for their various disciplines. They have completed 50% of their modules. This approach will further individualize student learning. The modules are performance base with multiple entry and exit curriculums.

The school has become a member of the University of South Carolina Talent Search Program. This program is an outreach program for perspective students who seek post-graduate programs throughout the country. The program helps participants with scholarships, grants, work-study, applications and lodging. Ten of our students participated in the program.

The Artists' Guild:

The Artists' Guild of Wil Lou Gray Opportunity School is comprised of student artists who have sold pieces of art work executed in the art program of Wil Lou Gray Opportunity School and contributed 40% of the profits of that or each of those sales to the mutual fund of the Guild. The mutual fund will be used to finance the purchase of art materials, equipment, special trips, and speakers for the Art Department.

The Artists' Guild will function much like a corporate structure. For every piece of art work sold and 40% of that sale contributed to the Guild, one voting share of stock in the Guild is in the control of that artist. Under this system the students having produced and sold the most works of art in the Guild Program could amass controlling voting interest in how and when funds would be expended. The Guild has open stock shares.

Proposals for how the money may be spent will come from either the member(s) of the Guild or from the Art Instructor, as acting selling agent for the students art works. Suggestions from those outside the Guild, i.e., staff, administrators, other students, parents or just interested persons are welcomed any time, but the formal proposals can only be made by share holders

and the selling agent. Proposals will be put into writing and distributed one month in advance to all members including those no longer in residence. Out-of-town non-resident members of the Guild will be given two full weeks to reply with their vote on any given issue. If no reply is received they will lose their voting privilege on that issue. Three non replies constitutes a loss of their voting shares completely. Reinstatement of lost voting rights will not be permitted. If a former guild member is re-entered into the art program at Wil Lou Gray Opportunity School and sells more work under the Guild program he or she may join the Guild again starting from scratch. i.e., one contribution, one vote with no voting power prior to their re-entry.

The Artists' Guild sales terms are as follows:

- 60% of the sale goes to the producing artist
- 40% of the sale goes to the Guild mutual fund.

From the 40% of the Guild money will come the cost of money orders if necessary. If a student cannot be found their 60% will be held in escrow in their name for 6 months. If that student does not show up and claim their money within that period of time they lose their 60% to the Guild, but maintain their voting rights until they have not replied to notification 3 times or a year, whichever ever comes first.

The Art Instructor of Wil Lou Gray Opportunity School is the acting selling agent for the Wil Lou Gray Opportunity School Artists' Guild and cannot sell work for any student at Wil Lou Gray Opportunity School or a Guild member without receiving a contribution of 40% for the Guild. The Art Instructor (agent) will set the price for each piece sold. The bank account set up in behalf of the Artists' Guild of Wil Lou Gray Opportunity School will bear the Art Instructor's name as authorized banking agent of the group. The Treasurer of the group will co-sign all check expenditures. In the event that the Art Instructor leaves Wil Lou Gray Opportunity School the authorized signature on all banking material will be transferred to the incoming Art Teacher or official who cannot spend any of the money, but will have the power to transfer power to the authorized incoming Art Teacher. In such a case after the signature transfer has been made all banking paraphernalia shall be given to the Principal for safe keeping until the new Art Teacher arrives and is familiar with the Artists' Guild Program.

All funds will be kept in a banking account that will accrue interest.

There shall be three elected officials of the Guild. The first of these will be the Chairman (Woman) whose job description is as follows:

- a) To set up and conduct business meetings at least twice school term. (This includes making provisions for the date, time and place for the meetings.)
- b) To set up an agenda with time for the meetings, the way in which the meetings are to be conducted, including the closing of the meetings.
- c) To be the authorized agent to accept written proposals for expenditure of funds.
- d) To authorize news releases with the Art Instructor acting as advisor for appropriate occasions.

The second position will be that of Treasurer. The duties of Treasurer will be as follows:

- a) To report to the Guild the source and status of the principle and interest of the mutual fund.
- b) To report the expenditures from those funds to the Guild members.
- c) To co-sign bank withdrawals from the mutual fund, but only with the passed written approval of a proposal. (A quorum is necessary for passage).

- d) To produce a written Annual Report of all fiscal activities to be distributed to the Guild membership, the Principal and the Superintendent.

The third position will be that of the scribe who will execute the following:

- a) To report the names of those holding voting shares of the Guild, the number of shares they hold, and their status, i.e., active, non-resident either active, pending, or cancelled.
- b) To report the status of absentee ballots sent out and returned before a vote.
- c) To take and distribute a copy of the Minutes to all Guild members.
- d) To mail out proposals for absentee ballots.

This executive body will be responsible for counting share ballots with the Art Teacher and deciding whether or not a proposal will pass. They will also be responsible for appointing a nomination committee each year to produce a new slate of officers for the upcoming school term. All postage will be maintained from the Artist Guild Fund. The school will not be held liable if the proceeds from the sell of art work are not incumbent by the artist through the mail.

EDUCATIONAL SUPPORT SERVICES

The 1985-86 school year proved to be a busy and productive one for Educational Support Services. New programs were implemented and existing ones revised and refined, in an effort to more nearly meet the needs of students. Nine Youth Counselors were added to Student Affairs. A Counselor and a Social Worker were added to Psychological/Social Services. New quarters were established to house the department in the building referred to as F Dorm. This move provided a central location for department personnel and promoted closer, more effective operation.

"The Admissions Committee carefully reviewed all applications and the attendant information in an attempt to determine whether the school's programs, facilities and personnel could reasonably expect to be able to properly serve applicants. Registrations were held on Sundays to allow parents to escort their children to the school and to allow school personnel to become acquainted with the parents. The initial registration date was August 25, following by three weekly registrations, two bi-weekly registrations and then monthly registration dates, the last one being held in mid-May.

The three major components of Educational Support Services, Psychological/Social Services, Student Affairs (Recreation/Dorm and Campus Life), and Health/Medical Services, worked cooperatively in supporting the Academic/Vocational Department during school hours - 8:15 a.m. to 3:10 p.m. during week days. After 3:10 pm and until 8:15 am on weekdays and during all hours on weekends, Educational Support Services provided recreation, supervision, counseling and other assistance to students.

Cooperation among the various departments providing direct service to students and the channeling of their efforts was enhanced through the case management program, which made much progress during this, its second year in operation. Folders were centrally located after December, procedures established for their proper flow, confidentiality addressed and progress made in meeting individual needs. Homeroom teachers again served as chairpersons on the OPP (Outline for Personal Progress) Teams with the Dorm Counselor of each student

and a member of Psychological/Social Services participating as constant team members. Any other faculty or staff member could be requested to serve as a consultant at any meeting of the teams. It was expected that an Academic/Vocational objective be established and recorded during the first week of the student's stay at the school. As the team and the student became more familiar with needs, objectives and strategies for reaching them were identified in the areas of Psychological/Social Services, Student Affairs (Recreation, Dorm and Campus Life), and Health/Medical Services. A computer data base was established to record information related to the students' OPP Team plan and progress. As this program develops, it is anticipated that valuable data will provide future directions for programs throughout the school.

For the first time, the school sponsored a Truancy Program for those students who had used up all of their allowable absences in the public schools which they had formerly attended and were therefore in danger of not receiving unit credit and/or in danger of being sent to a correctional facility because of truancy. Ten additional school days were added to the school year to accommodate those whose unit credit was in danger. A program of intense counseling was developed to provide group and/or individual counseling on a daily basis for at least the first two weeks of a student's stay. All students accepted in the Truancy Program were required to live on campus and Dorm Counselors were alerted so that precautions could be taken to try to ensure that these students got to class in the mornings. Counselors discovered that the Truants we served had many severe problems besides their tendency to skip school, and special efforts were made to serve those needs. Several of the Truants dropped out of school in spite of all efforts made to keep and serve them. In such instances they were referred back to Family Court or Department of Youth Services. For those placed in the program by their parents, an attempt was made to notify their home school districts when dropouts occurred.

One of the special projects which is the responsibility of Educational Support Services is the Artists in Education program, co-sponsored with South Carolina Arts Commission. During 1985-86 the school was privileged to have three excellent evening performances by well known artist/performers. The program also provided three artists who completed residencies in Drama/English (one artist for one week) and in Art (two artists with each staying for a period of two weeks).

During the year a number of in-services workshops were provided for Student Affairs staff by Psychological/Social Services personnel and by Dr. Francis Walton, who provided instruction in Adlerian Psychology. All members of Educational Support Services participated in workshops and conferences related to their areas of expertise. They also provided presentations at a number of workshops and conferences to which they were invited. On many occasions the department entertained groups from other agencies and from schools and the University of South Carolina, providing information about the school and its programs. They were active participants in institutes and committees sponsored by other state agencies and by the Governor's Office.

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Following are reports on the specific activities of Psychological/Social Services, Student Affairs and Health/Medical Services. A section of statistical information is also attached.

Psychological/Social Services:

The Psychological/Social Services staff is made up of five counselors, including two School Psychologists, one Guidance Counselor, one Vocational Counselor and one Social Worker.

During 1985-86, each counselor was assigned to three or four homerooms as representative from Psychological/Social Services on OPP Teams, as well as individual counselor for the students.

Staff assignments were made according to particular needs of the students and the expertise of the staff, resulting in programs for vocational/transitional, drug and alcohol abuse, truancy, group counseling, etc..

Records indicate that the staff averaged, monthly, 296 individual counseling sessions and 52 group counseling sessions, in addition to some family counseling.

An incentive program was initiated to encourage and reward students for their completion of a counseling program. This included a one day retreat for recreation, cook-out and a special program featuring a person who shared personal testimony related to overcoming a handicap. Several special suppers were also provided these groups.

The staff encouraged, arranged, and transported students to numerous group meetings. Participation was as follows:

- 5 students per week attended A.A. on campus
- 7 students per week attended N.A. at Morris Village
- 20 students weekly participated in two SCIP programs
- 5 students participated in LRADAC
- 12 students were referred to Morris Village
- 60 students participated in Save The Children (trip to a correctional institution for a tour and interaction with inmates).

Approximately 60 psychologicals were administered to students when needed to determine their eligibility for special classes and to identify other special needs.

The staff provided and participated in several workshops and presentations both on campus and off campus. These included information on vocations, drug and alcohol abuse, etc. given to other staff, to a Tough Love Group, church and other groups.

Seven new in-service workshop plans have been written and are ready for presentation at this time. They address the following topics:

1. Personality
2. Communication
3. Professionalism
4. Transactional Analysis
5. Family Council
6. Columbia Youth Services Overview
7. Sexual Abuse.

The staff has written programs for group counseling related to the topics of truancy, career exploration, alcohol and drug abuse, emotional problems, general social adjustment, etc. Presently, the staff is working on a program for crisis intervention.

The staff attended a number of conferences and seminars related to topics of current interest and to areas of individual expertise.

The coordinator of Psychological/Social Services served as a member of the Admissions Committee, reading psychologicals, talking with public school personnel, mental health counselors, psychologists, psychiatrists and others, in order to make recommendations to the Admissions Committee.

One Psychological/Social Services staff member was assigned to work with the transitional program activities. This involved counseling, placement, and follow-up for those students who had completed their programs in the various educational divisions. The program is being revised and refined as needs are determined.

The addition of the position of Social Worker to the Psychological/Social Services staff, which occurred late in the 1985-86 school year, is proving to be a decided advantage. This position provides additional coverage in the late afternoon and evening during hours when students are available and interested in the special help that such personnel can provide.

During the year, three interns from University of South Carolina and one Field Placement from Midlands Tech served effectively in Psychological/Social Services. Two interns from USC College of Social Work were supervised two days a week for the entire year, during which they contributed greatly to the Truancy Program and were involved in all aspects of the department's services. One intern from USC School of Counselor Education served for one semester during which she was involved in vocational counseling and all other aspects of the program. The Field Placement student from Midlands Tech participated in a variety of activities appropriate to her training. The students were well accepted by WLGOS students and their contributions strengthened the program considerably. The staff time required for their supervision is considered time well spent.

Student Affairs Programs and Activities:

Intramural Sports (On Campus):

Intramural sports were coordinated by the Recreation Specialist with individual teams being coached by Youth Counselors. Sports that were represented in this year's program included: Flag football (boys and girls), basketball (Co Ed), Volleyball (Co Ed), Softball (Co Ed). Approximately 75 students actively participated in each sport with the remainder of the student body attending all games.

Intramural Sports (Off Campus):

Off campus sports were coordinated by the Physical Education teacher and the Recreation Specialist with Youth Counselors assisting in officiating and supervision of student spectators. The girls teams participated in the Columbia Church League while the boy teams participated in the Youth Services League. Approximately 12 girls participated in each sport with 15 boys actively playing in the boys league. 40 students attended each game that was held off campus while the entire student body attended the home games.

Special Events:

Four talent shows were held during the 1985-86 school year with students competing in the areas of: Hair Fashion, Lyp Sinc, and Dance. Each student participating received certificates of participation and students winning each category received trophies. Approximately 100 students participated in the events while the entire student body attended.

Ten dances were held on campus during the school year with music furnished by various disco D.J.'s or bands. Refreshments and decorations were made available to the students at each dance. Staff supervised all students as each dance was scheduled as a social event within the social adjustment program.

The St. Patrick's Field Day was a tremendous success and enjoyed by the entire student body. Activities such as Tug of War between dorms, Egg Toss, 50 Yard Dash, Team Ball, and a Car Bash were favorites of the participants. The activity ended with a cook out.

Cook, outs were scheduled for each Thursday afternoon with students and the student affairs staff sharing the cooking assignments.

The annual Halloween carnival was held again this year. Each dorm, athletic team, and explorers group sponsored a booth and the student counsel organized the haunted house. All staff and students participated in the activity.

An intramural awards dinner was coordinated with the Student Affairs staff and the Cafeteria staff. Sweatshirts, T-shirts, and trophies were awarded to participants and the entire student body enjoyed a delicious meal prepared by the Cafeteria staff.

Foster Grandparents Program:

Two male and three female Foster Grandparents began work with the student affairs department this year. Grandparents were placed in A, B, C, and D Dorms to assist in tutoring, day to day reality counseling, teaching sewing and housekeeping skills, and supervising various activities. We feel that this particular program touched the personal lives of many students and is certainly a program with a future at Wil Lou Gray Opportunity School.

Explorers:

The Explorer Post enjoyed its 6th year of a busy and successful schedule this year. Activities such as: Blood Drivers, marathons, clean ups, ushering the University of South Carolina football games, banquets, and dances were enjoyed by 86 students. The post received several American Red Cross Certificates along with a blood unit plaque awarded at the annual drop in.

Recreation Activities:

A variety of recreational activities were sponsored throughout the year to meet the interest of all students on campus. Off campus and on campus movies were attended by many of the students. Billard tournaments, ping pong tournaments, card games, video games, foosball, treasure hunts, shuffle board, board games, skating, swimming, park trips, a carrowind trip, weight lifting, hot shot competitions, staff student athletic competition, and many other activities were enjoyed by the student body.

Dorm Activities:

Youth Counselors worked very hard this school year to furnish activities especially for the residents of their particular dorms. Activities that residents participated in were: Open dorms, Monday night football and popcorn nights, VCR movies, individual and group birthday parties, Christmas decorating contest, best room and most improved room of the month, campus clean ups, foosball, table shuffle board, evening snacks, card and board games, bulletin board competitions, and Christmas caroling, social adjustment hour was held Monday through Thursday and involved many outside speakers, movies, film strips, and social outings. The students were selected by Opp teams to represent the student body as team leaders. These students did an excellent job as assistants to Youth Counselors in orientations, room inspections, work details, and peer counseling with fellow students.

Volunteer Programs:

Several volunteers were called upon during the school year to assist with special programs such as cutting students' hair, organizing and supervising talent shows, and fashion shows, arts and crafts, tennis, and assisting in coaching softball.

Intern Program:

The University of South Carolina Education Department worked cooperatively with the student affairs department in furnishing approximately 30 interns. They were involved with dorms, recreation, and the In-house Program. Activities that this years interns participated in included: Tutoring, Counseling, organizing and supervising trips and activities, participating in talent shows, and teaching various skills.

Special Off Campus Groups:

The First Baptist Church of West Columbia sponsored several birthday parties for the female students. Church members attended the party with goodies, presents, and decorations. Many young ladies enjoyed the activity.

Church Trips:

Several staff members furnished transportation for many students to attend church services. Special programs, outings, and activities sponsored by various churches were also enjoyed by our students.

Health/Medical Services:

During the 1985-86 school year, progress was made in collecting medical information on students, maintaining records, providing care and health education, making medical referrals, and adhering to immunization requirements. Included in activities were the following:

1. Total number of student visits to clinic - 1,847
2. Total number of student visits to community hospital or to outside physicians - 38
3. Total number of student visits to dentist - 48
4. Number of student admissions to infirmary for one or more days - 112
5. Number of students given immunizations - 140

6. Number of students receiving tuberculin test - 48. The three who tested positive were followed with prophylaxis chemotherapy.
7. Number of students admitted to community hospital - 3
8. Numerous students were referred to Psychological/Social Services
9. Several students were taken to Mental Health Centers and were followed with medications being obtained and administered. Students were also instructed on medical compliance.
10. Approximately 75 female students were given pregnancy tests.
11. Both male and female students were instructed on Prevention of Pregnancy through provision of literature, private counseling and small group sessions.
12. Both male and female students were provided with contraceptive devices in collaboration with the local Health Department for Family Planning Services.
13. All students were vision and hearing tested.
14. Students were checked for hypertension and blood glucose was monitored when indicated.
15. Medications were stocked in all dorms and administered by Dorm Counselors understanding orders and per phone order from Nurse Practitioner. Students are medically covered around the clock, although the Nurse Practitioner is not present on campus during all hours.
16. Nutrition and diet counseling were offered as recommended or indicated.
17. The Nurse Practitioner attended several workshops including those on Aides, Teenage Pregnancy, Diabetes, Drug Therapy, Eating Disorders, School Health and Family Planning.
18. New equipment was obtained for the Clinic, resulting in better physical assessment and more reliable laboratory test results.
19. Office furniture was reupholstered.
20. All incoming students has complete physical exams. Some of these were done by the Nurse Practitioner. All incoming students also had a complete up to date immunization certificate with some of the immunizations being given by the Nurse Practitioner.
21. Nurse Practitioner served on the Admissions Committee, screening applications for any medical problems and arranging for follow-up after admission or determining if school could not service severe medical disabilities.
22. Nurse Practitioner worked closely with School Principal, teachers, Psychological/Social Services, and Student Affairs on the medical, mental and emotional problems of students.

INSTITUTIONAL DEVELOPMENT

Purpose:

The purpose of the Office of Institutional Development is to communicate accurate, timely information about the services provided by the Opportunity School in an effort to match our services with the services needs in South Carolina. An additional purpose is to develop and implement a yearly plan designed to secure additional fiscal, material and personnel resources from private sources, thus allowing the agency to provide its services.

Organization and Operation:

The Development Office is managed by one employee whose responsibility it is to promote the work of the agency and those served. Through the use of a video cassette tape and an internal monthly newsletter, Shades of Gray, and an external quarterly publication, Opportunity Knocks, much information is disseminated throughout the State concerning the agency's programs and students' accomplishments.

Another means by which information is disseminated is through exhibits at the various state educational and social service meetings and conferences.

Accomplishments:

One hundred and two thousand dollars worth of goods and services were donated to the agency during the 1985-1986 fiscal year. The majority of this sum included books and educational material given by the Department of Corrections. Another large shipment of clothes was donated for our students along with gifts and donations from civic and social groups and from individuals.

Work activity increased in creating the Wil Lou Gray Foundation. Effort was made to secure names of possible candidates for the Wil Lou Gray Foundation along with identifying potential donors. By-laws to the Wil Lou Gray Foundation were drafted and revised providing for fifteen members to serve on the Wil Lou Gray Foundation Board of Directors. The purpose of the Wil Lou Gray Foundation is to provide financial support to the Wil Lou Gray Opportunity School above and beyond State appropriations.

The Development Office also promoted the agency during several conventions. The Agency participated in the School Psychologist State meeting, South Carolina School Board Convention, South Carolina School Counselors Association meeting and the South Carolina State Teachers Meeting. All these exhibits helped to broadcast the Opportunity School story.

FACILITIES AND SUPPORT SERVICES

Purpose:

The purpose of the Division of Facilities and Support Services is to provide support services to all phases of the total school program as necessary. The division consists of the following departments: Food Services, Maintenance, and Fiscal Affairs.

Food Service: To establish a nutritious and well-balanced food services program which will provide variety and encourage participation.

Plant Maintenance: To maintain a progressive preventative maintenance program designed to maintain all equipment, buildings and grounds at optimum efficiency.

Fiscal Affairs: To administer the receipt and expenditure of all agency funds in accordance with generally accepted accounting principles with as few irregularities as possible.

Organization and Operation:

Food Service: Food Service was provided by a staff of six people under the direction of a food service supervisor. The food service personnel include the following: one food service supervisor, four cooks and two food service aides.

The staff of seven food service personnel provided three meals daily to students, seven days a week. Additionally, the staff was frequently called upon to help with special campus events including student cookouts and banquets. An emphasis was placed on creating a warm and cordial atmosphere for the students.

Plant Maintenance: The maintenance service for 174,000 square feet of building space and approximately 100 acres of campus was provided by a staff of seven people under the direction of a maintenance supervisor. The staff includes the following personnel: one maintenance supervisor, one carpenter, one painter, one mechanic, three trade helpers and two janitors.

Fiscal Affairs: The fiscal affairs office encompasses all facts of the business office functions. They are: accounting, payables, receivables, payroll, student accounts and endowment fund. The office is staffed by three employees under the supervision of an accounting manager.

Accomplishments:

Food Service: The food service staff was called upon frequently this year to lend support for the accomplishment of many special functions. Some of these events were: Alumni Banquet, Thanksgiving and Christmas Dinner, International Day and Commencement Luncheon. A cookout was provided for the students on a weekly basis during the Spring for their enjoyment. An effort was made to interrelate the food service program with the home economics department so that a wide range of ideas could be considered and implemented where feasible, thus providing a nutritious meal as well as one that would be appealing to the students.

The food service supervisor attended the USDA training conference in August to familiarize herself with the new changes in USDA regulations.

Plant Maintenance: The maintenance staff maintained cleanliness and upkeep on a total of twenty-three campus buildings. The staff responded to over five hundred work orders during the year.

During the year the Opportunity School renovation was completed in the cafeteria and classroom building. In the classroom building, four classrooms were converted into two academic labs. The renovation in the cafeteria consisted of design improvements in the dishroom area to improve ventilation.

A Five Year Permanent Improvement Plan was developed and submitted to the Joint Bond Review Committee and the Budget and Control Board. This plan hopefully will enable the Opportunity School to obtain the funding necessary to address agency permanent improvement needs.

A Technology Plan was submitted to the Division of Information Resource Management, projecting the needs of the agency for technological services for the coming fiscal year.

The agency was able to replace some of its outdated maintenance vehicles with new vehicles. Replacement of our three support vehicles was mandatory in order to maintain services delivery by Plant Maintenance vehicles replaced were: a pick-up truck, a dump truck, and a tractor.

Fiscal Affairs: The Fiscal Affairs Division throughout the year continued its evaluation of fiscal policies and practices in accordance with the State Auditor's Office. These efforts resulted in the Opportunity School receiving an excellent audit report for last fiscal year. With the updated policies and practices now in place, we expect to maintain this fiscal standard.

WIL LOU GRAY OPPORTUNITY SCHOOL
SUMMARY OF INCOME AND EXPENDITURES
FISCAL YEAR 1985-86

<u>INCOME AND REVENUE</u>	<u>TOTAL</u>	<u>STATE</u>	<u>FEDERAL</u>	<u>OTHER</u>
Appropriations	2,352,539	2,352,539		
Federal Funds				
Chapter I	64,849		64,849	
Vocational Ed.	68,550		68,550	
Chap. II Block Gr.	3,350		3,350	
USDA-School Lunch	45,105		45,105	
Indirect Cost Recov.	12,033		12,033	
Other Funds				
Earmarked-Spec. Dep.	269,356			269,356
Restricted-EIA	130,248			130,248
Totals	<u>2,946,030</u>	<u>2,352,539</u>	<u>193,887</u>	<u>399,604</u>

<u>EXPENDITURE BY PROGRAM</u>	<u>PERSONAL SERVICE</u>	<u>CONTRACT SERVICES</u>	<u>OTHER OPERATING</u>	<u>SPECIAL ITEMS</u>	<u>EMPLOYEE BENEFITS</u>	<u>OBJECT TOTAL</u>
Administration	200,509	11,181	49,201			260,891
Educational Svc.						
Academic	442,841	3,658	71,953			518,452
Vocational	127,718	59,235	30,880			217,833
Library	14,232		4,184			18,416
Stu. Sup. Svc.	435,201	7,020	27,848	8,043		478,112
Adm. Sup. Svc.	302,223	102,945	443,750	860		849,778
Employer Cont.					299,378	299,378
Totals	<u>1,522,724</u>	<u>184,039</u>	<u>627,816</u>	<u>8,903</u>	<u>299,378</u>	<u>2,642,860</u>